DOCUMENT RESUME

ED 119 260 CS 501 247

AUTHOR Katula, Richard; And Others
TITLE An Evaluation of the Exchange Round in the Fundamentals Course.
PUB DATE 75
NOTE 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Educational Research; Higher Education; *Oral Communication; Persuasive Discourse; *Public Speaking; Speaking Activities; *Speech Instruction; Speech Skills; *Teaching Methods
IDENTIFIERS *Exchange Round; Speech Communication

ABSTRACT

In the exchange round, either instructors change classrooms for a round of speeches in order to offer students a new critic or else the student goes to a new classroom on the day he or she is scheduled to speak, thus facing a new audience and instructor-critic. The present study attempts to validate the exchange round as a transfer of training technique in the fundamentals course. Specifically, three predictions were tested: the exchange round is perceived as a realistic speaking situation; the exchange round results in adherence to speech fundamentals; and the exchange round is perceived by students to be a beneficial educational experience. Student responses supported all three predictions. It is concluded from this study that the exchange round is an affective educational device for teachers of speech fundamentals. (Author/RB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED119260

AN EVALUATION OF THE EXCHANGE ROUND IN THE FUNDAMENTALS COURSE

by

Richard Katula, Assistant Professor

Winifred Brownell, Assistant Professor

Donald Berry, Graduate Teaching Assistant

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Richard Katula
Winifred Brownell

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Donald Berry

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Department of Speech
University of Rhode Island
106 Independence Hall
Kingston, Rhode Island

Fall, 1975

CS 501 247

ABSTRACT

The present study attempts to validate the exchange round as a transfer of training technique in the fundamentals course. Specifically, three predictions were tested: (1) the exchange round is perceived as a realistic speaking situation; (2) the exchange round results in adherence to speech fundamentals; and (3) the exchange round is perceived by students to be a beneficial educational experience. Student responses supported all three predictions. It is concluded from this study that the exchange round is an effective educational device for teachers of speech fundamentals.

AN EVALUATION OF THE EXCHANGE ROUND IN THE FUNDAMENTALS COURSE

One of the problems faced by the speech fundamentals instructor is that of providing students with a realistic setting in which to practice speaking skills. Raymond Ross calls this, "...the psychological and learning problem referred to as transfer."[1] It is generally assumed that if the speech classroom can be made to approximate an out-of-class situation, the chances for transfer of training will be enhanced.

A technique frequently recommended to enhance transfer of training is the exchange round. The exchange round is, or can be, employed at any institution which has multiple sections of the fundamentals course. It has two basic variations. In the first variation, the instructors change classrooms for a round of speeches, thus offering the students a new critic. In the second variation, the student goes to a new classroom on the day he is scheduled to speak, thus facing a new audience and instructor-critic.

On the surface, the exchange round appears to create a more realistic speaking experience by presenting the speaker with a new, anxiety producing situation. Indeed, some authors of speech fundamentals textbooks have suggested that an important principle in developing confidence is to gain experience before a variety of audiences.[2] There is a paucity of empirical and survey research, however, to support that assumption. In one study published in 1951, Paulson used the exchange round to, "...determine whether gains in confidence reported in a speech class tend to carry over to a different speaking situation."[3] He reported no

decrease in speech confidence scores following the exchange round, and concluded, therefore, that some transfer of training with respect to speech confidence had occurred.[4] Paulson's hypothesis was based, however, on the assumption that the exchange round may be used in research to determine if transfer of training had occurred. Such an assumption has never been supported by research.

The purpose of the present study was to determine if the exchange round in the speech fundamentals course is, in fact, a transfer of training experience. Since no previous evaluation had been reported of the exchange round, a survey was conducted among fifteen faculty members at the University of Rhode Island who had participated in exchange rounds. The instructors were asked to specify in an open essay what educational benefits they thought had accrued in previous exchange rounds. The instructor responses focused on three benefits: (1) the opportunity to speak before a new class and a new instructor-critic created a more realistic speaking situation, and enhanced the chance for transfer of training; (2) the exchange round resulted in adherence to such speech fundamentals as audience analysis, use of evidence and appeals, organization, delivery techniques, etc.; and (3) the exchange round was a pleasant change of pace from the normal classroom situation, and thus was a generally enjoyable and rewarding educational experience.

On the basis of the instructor responses, three predictions were made:

1. The exchange round is perceived as a realistic speaking situation.

2. The exchange round results in adherence to speech fundamentals.
3. The exchange round is perceived by students to be a beneficial educational experience.

METHOD

A pilot study of the exchange round was conducted in Spring, 1974, at the University of Rhode Island. Twenty summated rating scale items[5] were developed which included statements concerning the three predictions. Each statement was assigned to a graphic scale of seven intervals on a horizontal continuum ranging from "strongly agree" to "strongly disagree."[6] The twenty item instrument was administered to 313 speech fundamentals students immediately following participation in an exchange round. An item analysis was performed on the instrument used in the exchange round pilot study. Four statements clustered together which related to the first prediction, three which related to the second, and three which related to the third.

Based on the analysis of the pilot study data, a final instrument was developed consisting of the items associated with the three predictions and general items concerning such topics as grading and timing of the exchange round during the semester. The exchange round was held during the Fall Semester, 1974 at the University of Rhode Island. Fifteen instructors (some having more than one section) and 329 students participated in the exchange round. The second variation of the exchange round was used which involved students going to a new fundamentals classroom to present

persuasive speeches. The students were thus exposed to a new instructor-critic and a new student audience.

Following the round, the summated rating scales were administered to the students in their original classrooms.

RESULTS

Four statements were included which related to the prediction that the exchange round is perceived as a realistic speaking situation. The percentages of students who agreed with the four statements pertaining to the first prediction ranged from 59.2% to 75%, a high rate of agreement. (See Table I)

Three statements were included which related to the prediction that the exchange round results in adherence to speech fundamentals. The percentages of students who agreed with the three items pertaining to the second prediction ranged from 63.2% to 68.1%, a substantially high rate of agreement. (See Table II)

Three statements were included which related to the prediction that the exchange round is perceived by students as a beneficial educational experience. There was more variation in response to these three items: although 71.5% of the students agreed that the exchange round be continued in speech fundamentals, and 57.8% agreed that the evaluation by the new instructor and audience proved beneficial to them as communicators, only 34.6% felt that they would like to participate in another round. (See Table III)

A careful survey of the raw data on evaluation of the exchange round revealed that many of the students who gave the strongest positive evaluations came from the same sections of the fundamentals

course. To determine the impact of class section on perception of the exchange round, an analysis of variance was performed. Results of the analysis of variance clearly demonstrate that class section had a significant influence on the general evaluation of the exchange round. (See Table IV)

DISCUSSION AND CONCLUSION

The results of this study suggest that the majority of students participating in the exchange round associated the anxiety experienced during the exchange round with a real speaking situation. In addition, students indicated that the exchange round permits application of the fundamentals taught in the basic course, and, in general, felt that the exchange round should be continued. The variance in the frequencies pertaining to the general evaluation might be attributed to the timing of instrument administration. Students responded to the statement immediately following participation in the exchange round, near the end of the semester, and this may have led to their feeling that while they would not want to go through the experience again, they wanted others to have the experience in future semesters.

We have concluded from this evaluation of the exchange round that it is an effective instructional tool. The results tend to support the predictions made about the exchange round. Departments with large enrollments in the fundamentals course might well profit from such an assignment; however, our experience with the exchange round has indicated that success depends on careful advanced planning and cooperation among faculty members. Decisions

should be made in advance about the timing of the round, grading procedures, and in some cases the type of speech. Caution in these, and other logistical areas, can lead to a practical and rewarding educational experience for students, and a significant accountability device for speech communication departments.

FOOTNOTES

1. Raymond S. Ross, Speech Communication: Fundamentals and Practice (Englewood Cliffs, N.J.: Prentice-Hall Inc.,

2. Ross, pp. 94-95; Robert C. Jeffrey and Owen Peterson, Speech: A Text With Adapted Readings (New York: Harper and Row, Publishers, 1971), p. 44.

3. Stanley F. Paulson, "Changes in Confidence During a Period of Speech Training: Transfer of Training and Comparison of Improved and Non-improved Groups on The Bell Adjustment Inventory," Speech Monographs, 18 (November, 1951), p. 260.

4. Paulson, p. 263.

5. See Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), pp. 484-485.

6. See Philip Emmert and William D. Brooks, Methods of Research in Communication (Boston: Hougton Mifflin Company, 1970), p. 202.

TABLE I

Frequencies, Percentages and Means of Summated Rating Scales for Prediction that Exchange Round is Perceived as a Realistic Speaking Situation

Statement 1 "My Speech anxiety during the exchange round increased the importance of applying methods of effective communication, and thus made the situation more realistic."

	Value	Frequency	Percent		Mean
Strongly Disagree	1	16	4.9		4.76
	2	28	8.5		
	3	31	9.4		
	4	55	16.7		
	5	69	21.0		
	6	73	22.2	60.5%	
Strongly Agree	7	57	17.3		
	Total	329	100.0		

Statement 2 "The Speech anxiety I experienced during the exchange round would be similar to the speech anxiety experienced before speaking to a 'real' audience."

	Value	Frequency	Percent		Mean
Strongly Disagree	1	28	8.5		4.69
	2	31	9.4		
	3	29	8.8		
	4	44	13.4		
	5	58	17.6		
	6	72	21.9	59.9%	
Strongly Agree	7	67	20.4		
	Total	329	100.0		

Statement 3 "The speech anxiety I experienced during the exchange round made the situation more realistic and challenging."

	Value	Frequency	Percent		Mean
Strongly Disagree	1	13	4.0		4.78
	2	27	8.2		
	3	39	11.9		
	4	55	16.7		
	5	56	17.0		
	6	86	26.1	59.2%	
Strongly agree	7	53	16.1		
	Total	329	100.0		

TABLE I (cont'd.)

Statement 4 "The exchange round provides needed exposure to new audiences in order to see the value of the fundamentals of communication."

	Value	Frequency	Percent		Mean
Strongly Disagree	1	5	1.5		5.44
	2	10	3.0		
	3	18	5.5		
	4	49	14.9		
	5	55	16.7	]	
	6	105	31.9	] 75.0%	
Strongly Agree	7	87	26.4	]	
	Total	329	100.0		

TABLE II

Frequencies, Percentages and Means of Summated Rating Scales for Prediction that Exchange Round Results in Adherence to Fundamentals

Statement 1 "A new setting such as the exchange round is needed to learn the fundamentals of oral communication."

	Value	Frequency	Percent	Mean	
Strongly Disagree	1	9	2.7	5.02	
	2	18	5.5		
	3	29	8.8		
	4	65	19.8		
	5	55	16.7		
	6	86	26.1		63.2%
Strongly Agree	7	67	20.4		
	Total	329	100.0		

Statement 2 "The exchange round requires increased attention to, and understanding of audience analysis techniques."

	Value	Frequency	Percent	Mean	
Strongly Agree	1	8	2.4	5.12	
	2	24	7.3		
	3	23	7.0		
	4	49	14.9		
	5	65	19.8		
Strongly Agree	6	82	24.9		68.4%
	7	78	23.7		
	Total	329	100.0		

Statement 3 "The exchange round clearly revealed to me different evaluative criteria of different audiences."

	Value	Frequency	Percent	Mean	
Strongly Disagree	1	12	3.6	5.16	
	2	12	3.6		
	3	21	6.4		
	4	60	18.2		
	5	56	17.0		
	6	96	29.2		68.1%
Strongly Agree	7	72	21.9		
	Total	329	100.0		

TABLE III

Frequencies, Percentages and Means of Summated Rating Scales for Prediction that Exchange Round is perceived by Students as a Beneficial Educational Experience

Statement 1 "I recommend that the exchange round be continued as an assignment in Speech Fundamentals."

	Value	Frequency	Percent		Mean
Strongly Disagree	1	21	6.4		5.27
	2	19	5.8		
	3	16	4.9		
	4	38	11.6		
	5	49	14.9		
	6	72	21.9	71.3%	
Strongly Agree	7	114	34.7		
	Total	329	100.0		

Statement 2 "The evaluation by the new instructor and audience during the exchange round proved beneficial to me as a communicator."

	Value	Frequency	Percent		Mean
Strongly Disagree	1	43	13.1		4.60
	2	25	7.6		
	3	23	7.0		
	4	48	14.6		
	5	47	14.3		
	6	76	23.1	57.8%	
Strongly Agree	7	67	20.4		
	Total	329	100.0		

Statement 3 "I enjoyed the exchange round, and would like to participate in another.

	Value	Frequency	Percent		Mean
Strongly Disagree	1	83	25.2		3.65
	2	37	11.2		
	3	24	7.3		
	4	71	21.6		
	5	31	9.4		
	6	47	14.3	34.6%	
Strongly Agree	7	36	10.9		
	Total	329	100.0		

TABLE IV

Analysis of Variance of the Influence of Class on the Student Evaluation of the Exchange Round

Source	DF	Sum of Squares	Mean Square	F Value
Class	21	90.747	4.321	2.187 *
Error	307	606.723	1.976	
Total	328	697.470		

*Probability of $<.005$